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The Times They Are A-Changin': Civil War Through Reconstruction [7th grade]

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UNDERSTANDING BY DESIGN

Unit Cover Page

Unit Title: The Times They Are A-Changin': Civil War Through Reconstruction

Grade Level: 7th

Subject/Topic Area(s): Social Studies, emphasis on Civil War and Reconstruction

Designed By: Becky Orsini and Nick Thomason

Time Frame: 3-4 Weeks

School District: Uplift Education

School: Peak Preparatory and Hampton Preparatory

School Address and Phone: 4600 Bryan St # 1 Dallas, TX (214) 276-0879

Brief Summary of Unit (Including curricular context and unit goals):

This unit was written as an in-depth look at the Civil War and Reconstruction. It is an attempt to provide enduring understandings of the changes that took place in the United States, specifically in the southern states, due to the impact of the Civil War and the provisions of Reconstruction. During the unit, students will have several opportunities to look at how changes have occurred in the past that influence them today. Students will do a self-examination of the changes that have taken place in their own lives and apply those understandings to the lessons of the Civil War and Reconstruction. Students will use their understanding of how the war impacted lives throughout the United States and the Confederacy to complete their performance task. The performance task will ask students to create a Civil War era care package for a soldier in the Union Army. Their understanding of how even little actions can bring about change will be put to the test as they are asked to fill their care package with a few items that may turn the tide of the war in favor of the Union.

Unit: The Times They Are A-Changin': Civil War Through Reconstruction
Grade: 7th

Stage 1: Desired Results

Established Goals (Standards)

TEKS or Scope & Sequence

7.1AC- identify the major eras in Texas history and describe their defining characteristics and explain the significance of the following dates: 1519, 1718, 1821, 1836, 1845, and **1861**

7.5AB- explain reasons for the involvement of Texas in the Civil War and analyze the political, economic, and social effects of the Civil War and Reconstruction in Texas

7.10B- explain ways in which geographic factors have affected the political, economic, and social development of Texas

7.13A- analyze the impact of national and international markets and events on the production of goods and services in Texas

7.17AC- identify different points of view of political parties and interest groups on important Texas issues; express and defend a point of view on an issue of historical or contemporary interest in Texas

7.19A- explain how the diversity of Texas is reflected in a variety of cultural activities, celebrations, and performances

7.21DE- identify points of view from the historical context surrounding an event and the frame of reference that influenced the participants; support a point of view on a social studies issue or event

Understandings

Students will understand that...

Change can be uncomfortable but necessary.

Without change you cannot grow. (*Change is necessary for progress.*)

Simple actions can lead to complex changes.

Essential Questions

Why do we change? (*How and why do beliefs change?*)

- How can change be seen as both good and bad? (*Is change always a good thing?*)

Why is change important/necessary?

What makes change difficult?

Knowledge

Students will know...

Texas' reasons behind secession

what political and social issues divided the country in the 1860's

how Texas contributed to the Confederate Army

how the Civil War affected those not involved in the

Skills

Students will be able to...

identify the significance of the year 1861

describe Texas' transition from a Union to a Confederate State

compare and contrast the Union and Confederate armies

identify political, economic and social effects of the Civil

<p>fighting</p> <p>which geographic factors in Texas have affected political, economic, and social development</p> <p>how diversity affected life during the civil war era in Texas</p> <p>what concessions were required of Texas after the war</p> <p>which amendments to the constitution were a direct result of the Civil War</p>	<p>War</p> <p>describe Reconstruction in Texas after the Civil War</p> <p>identify the 13th, 14th, and 15th amendments</p> <p>compose a letter from a historically plausible perspective</p>
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Stage 2: Assessment Evidence

Performance Task:

The Civil War has just begun and your loved one is away fighting the enemy. To keep your soldier's spirits raised your family has decided to put together a care package that will help them to keep up the good fight. You and your partner will create a care package that will contain at least 6 items that would have helped a Union soldier during the Civil War.

One of the 6 items that you are to provide is a 1 page letter to the soldier who is away at war. In your letter, be sure to explain how life has been at home since the war has begun. The remaining 5 items must fall into 5 different categories from the following list: food, clothing, personal item, inspirational item, entertainment item, or toiletry item. Each additional item in the care package must have a minimum of a one paragraph description attached to the item that explains the reason why the item was included in the package. You must also explain how the items in the package may have led to a change in the outcome of a specific battle or specific situation. How may have the goods provided led to a change in the outcome of the war? At the conclusion of the project each scholar will present their care package to the class.

As you research and create each item, place them in a shoe box that will be decorated to remind the soldier what they are fighting for. If the item you want to include does not fit in the shoe box, please provide a picture or accurate drawing of the item.

Other evidence:

*(quizzes, tests, academic prompts, self-assessments, etc.
note – these are usually included where appropriate in Stage 3 as well)*

Vocabulary Boxes, Reconstruction Foldable, Union vs. Confederate Venn Diagram, Chapter and Section Quizzes, Civil War Timeline, Personal Change Worksheet, Guided Video Worksheet, Exit Tickets, Written Summaries, Perspective Letters, Civil War Article Reflection, and Reading Questions.

Stage 3: Learning Activities

(Steps taken to get students to answer Stage 1 questions and complete performance task)

Day 1: Have students write words and definitions of the following vocabulary for chapters 14 and 15, Civil War and Reconstruction in their social studies notebook: *tariff, ordinance, draft, blockade, vigilante, freedman, civil rights, amendment, veto, district, martial law.*

Introduce Change Unit using power point, "The Times They Are A-Changin'". Using the questions on the last slide, have students complete the exit ticket activity.

Day 2: Review vocabulary from day 1. Hand out Personal Change worksheet. Students will use the essential questions from the unit to make a personal connection. They should think about the ways they have experienced change in their lives and how it affected them. With remaining class time, have students begin work on vocabulary boxes activity. Any unfinished words can be done for homework. Remind students that they will have a vocabulary quiz on day 3.

Day 3: Allow students to study their vocabulary words for approximately 5 minutes prior to giving them the vocabulary quiz. Students will take the quiz. After all quizzes are complete, grade the quiz as a class. Begin reading

Chapter 14, Section 1 as a class. As an exit ticket, have students explain the significance of the year 1861.

Day 4: In pairs, students will review Chapter 14, Section 1 using the Reading Questions Worksheet. Have student pairs share out answers and correct any misconceptions over the section. Show students the “American Civil War” power point and have them take notes on the information. For homework, have students complete the Union vs. Confederacy Venn diagram.

Day 5: Before reading Chapter 14, Section 2, hand out the Celebrating Texas Worksheet (www.celebratingtexas.com) for section 2. As students read, have them complete part A. As an exit ticket, have students answer the questions: “Why was it necessary to establish a military draft?” and “What types of problems did the draft cause?”

Day 6: For the first focus, have students complete part B of their worksheet from Day 5. As you read Chapter 14, Section 3, have students highlight key changes that took place at home during the civil war. Students will use these key points to compose a letter to a soldier who is away at war explaining the changes that are taking place back home in the Confederate States of America.

Day 7: Pass out the Civil War Timeline worksheet and review the important dates with the class. Explain that they are to choose 7 of the 14 events on the sheet to illustrate. Show video clip about Abraham Lincoln from the History Channel’s “The Presidents” video series volume one and have students write ½ page summary on what they have learned from the video.

Day 8: Introduce the Performance Task to the class. Pass out and go over the rubric to ensure that the expectations are understood. Answer any questions the students may have in regards to the project itself. Pair students in whichever manner best suits the class. Allow student groups to begin brainstorming ideas for the Performance Task and seek clarification with the teacher when needed. Remind students to review their vocabulary and notes on the Civil War for the quiz tomorrow.

Day 9: Allow 5 minutes for students to review notes and vocabulary before the quiz. Pass out the Civil War quiz and have students complete it on their own. Once all quizzes have been collected, watch the video, “American Civil War: the Causes of War”, on Discovery Streaming and complete the video guide worksheet.

Day 10: Read Chapter 15, Section 1 as a class and take guided notes from the power point, “Presidential Reconstruction”.

Day 11: Give students the Chapter 15.2 worksheet on the Five Military Districts (celebratingtexas.com) and have them work in pairs to answer the questions that correlate to the map. Read Chapter 15, Section 2 as a class and have students answer the key questions: “What were the differences between Presidential and Congressional Reconstruction?” and “Why might African Americans have preferred congressional Reconstruction to presidential Reconstruction?”

Day 12: As a class, read Chapter 15, Section 3. Pass out the Reconstruction Foldable and have students organize their information into the correct categories. Review their responses as a class to clear up any misconceptions they may have had.

Day 13: Performance Task work-day. Students will work with their partners to complete their care packages before presentations begin.

Day 14-15: Presentation of Performance Tasks. Students will complete a rubric for each presentation group. All care packages and accompanying rubric scores must be turned in by end of day 15.

Day 16: Give students the Civil War and Reconstruction Quiz. Once all quizzes have been completed, grade quizzes as a class and have students hand them in to be recorded. Pass out the article, “Why the Civil War Still Isn’t History”, and read it as a class. Have students complete a 1 page reflection on how people’s attitudes on the Civil War have changed from the 1860’s (Civil War and Reconstruction) to now.

<p>PRESIDENTIAL RECONSTRUCTION</p>	<p>CONGRESSIONAL RECONSTRUCTION</p>	<p>REDEMPTION</p>

Personal Change

1. What types of changes have you had in your life? *(family, personal, social, academic)*

2. How did those changes make you feel?

3. Why do you think you felt that way?

4. Are changes always easy to accept? Why or why not?

5. What changes, if any, would you like to make in your life?

6. Do you think it is easy to change the things that happen around you? Why or why not?

7. What change(s) are you most willing to make?

8. What change(s) are you most strongly against making? Why?

Civil War Care-Package

The Civil War has just begun and your loved one is away fighting the enemy. To keep your soldier's spirits raised you have decided to put together a care package that will help them to keep up the good fight. You will create a care package that will contain at least 6 items that would have helped a Texas soldier during the Civil War.

1 of the 6 items that you are to provide is a 1 page letter to the soldier who is away at war. In your letter, be sure to explain how life has been at home since the war has begun. Each additional item in the care package must have a minimum of a one paragraph description attached to the item that explains the reason why the item was included in the package. You must also explain how the items in the package may have led to a change in the outcome of a specific battle or specific situation. How may have the goods provided led to a change in the outcome of the war? At the conclusion of the project each scholar will present their care package to the class.

As you research and create each item, place them in a shoe box that will be decorated to remind the soldier what they are fighting for. If the item you want to include does not fit in the shoe box, please provide a picture or accurate drawing of the item.



Rubric for Care-Package Project



	Unacceptable (0 pts)	Needs Improvement (1-2 pts)	Satisfactory (3-4 pts)	Exemplary (5 pts)	Score
Care Package Objects Chosen	Less than four items are chosen. Items don't meet task description.	Less than six items are chosen. Most, but not all items meet task description.	Six items are chosen which fit the task description.	More than six items are chosen which fit the task description.	
Care Package Item Description	No items are explained or explanation shows a complete lack of understanding.	Not all items are explained. Explanation does not show understanding.	Explanation of items fits requirements. Explanation shows basic, surface level understanding.	Explanation of items fits requirements. Explanation shows a full and developed understanding.	
Care Package Item Potential for Change/Change Explanation	No items show a potential for change and the explanation shows a complete lack of understanding.	Not all items show a potential for change and the explanation shows a weak level of understanding.	Items show a potential for change and the explanation shows a basic understanding of change.	Items show a potential for change and the explanation shows a full understanding of change.	

14.1 Review Questions

How did the election of 1860 influence Texan's decision to secede?

What economic issues divided the North and the South?

List two events that led to Texas secession from the United States.

-

-

Why did Sam Houston refuse to take an oath of loyalty to the Confederacy?

What important change took place in Texas in 1861?

Ch. 14 and 15 Vocabulary Quiz

Word Box:

Amendment	District	Martial Law	Veto
Blockade	Draft	Ordinance	Vigilante
Civil Rights	Freedman	Tariff	

- _____ 1. Action to stop transportation of goods or people into or out of an area
- _____ 2. A **change** made to a law, bill, or document
- _____ 3. A person who has been freed from slavery
- _____ 4. Refusal by a head of government to sign a bill passed by the legislature
- _____ 5. An official order
- _____ 6. Rights belonging to all citizens
- _____ 7. Part of a state or other area marked off for a special purpose
- _____ 8. Rule by an army instead of the usual civil authorities
- _____ 9. A person who punishes criminals or takes control without authority to do so
- _____ 10. A tax placed on imported or exported goods
- _____ 11. The enlisting of persons for required service in the armed forces

Civil War and Reconstruction Quiz

1. In 1861, the Texas Secession Convention approved secession, or withdrawal from the Union, and they ordered all state officials to take an oath of allegiance. The governor of Texas who refused and lost his post was

- ☐ A. Sam Houston.
- ☐ B. Mirabeau B. Lamar.
- ☐ C. Stephen F. Austin.
- ☐ D. Anson Jones.

2. Before the Civil War, Texas and other southern states had agricultural economies. Unlike the industrial economies of the North, the South relied on imports and objected to

- ☐ A. trade with Mexico.
- ☐ B. new tariffs.
- ☐ C. new industries.
- ☐ D. inferior goods.

3. At the Montgomery convention that formed the Confederate States of America, the person elected to be president of the Confederacy was

- ☐ A. Jefferson Davis.
- ☐ B. Sam Houston.
- ☐ C. Alexander H. Stephens.
- ☐ D. Henry Clay.

4.

- Slavery
 - Sectionalism
 - Economics

The items listed above are general reasons why the Civil War happened. Which of the following is another reason for the Civil War?

- ☐ A. Prohibition
- ☐ B. Gun ownership
- ☐ C. States' Rights
- ☐ D. Gambling

5. In opposition to the power of Lincoln and the Union, the Confederacy seized all U.S. forts, navy yards, and artillery arsenals in the Confederate states. On April 12, 1861, United States troops refused to evacuate a fort in Charleston, South Carolina. Confederate forces attacked the fort, marking the beginning of the Civil War. The name of the fort was

- ☐ A. Fort Worth.
- ☐ B. Fort St. Louis.
- ☐ C. Fort San Antonio.
- ☐ D. Fort Sumter.

6. The agricultural economy in Texas and the South was in ruins following the Civil War. Why were the farmers and planters unable to produce as much as they had before the war?

- ☐ A. The many battles in the Texas had destroyed crops.
- ☐ B. There were no slaves to do the work.
- ☐ C. The North stopped importing produce from the South.
- ☐ D. Southerners were fined for causing the Civil War.

7. During Reconstruction, a federal agency called The Freedman's Bureau was created. What was its main purpose?

- ☐ A. to make the southern states free their slaves
- ☐ B. to enforce the new 13th, 14th, and 15th Amendments
- ☐ C. to help the 250,000 newly freed slaves in Texas
- ☐ D. to keep Confederate leaders out of federal posts

8. On June 19, 1865,

- ☐ A. Texas rejoined the United States.
- ☐ B. Texas won the right to secede.
- ☐ C. Texas slaves were emancipated.
- ☐ D. Texas won a battle in the Civil War.

9. Under Radical Reconstruction, Texas was put under military rule until it met certain requirements, including ratifying the Fifteenth Amendment, which

- ☐ A. granted citizenship to former slaves.
- ☐ B. abolished slavery in the state.
- ☐ C. gave African Americans the right to vote.
- ☐ D. guaranteed women the right to vote.

10. Unlike the Texas Constitution of 1866, the Texas Constitution of 1869

- ☐ A. said no one could be denied voting rights because of race or color.
- ☐ B. abolished slavery but did not give African Americans the right to vote.
- ☐ C. stated that secession was illegal and that state war debts were canceled.
- ☐ D. created laws that were meant to minimize the rights of African Americans.

11. Under President Lincoln's moderate Reconstruction, white Texans regained their right to vote if they

- ☐ A. pledged allegiance to the United States.
- ☐ B. released all of their enslaved servants.
- ☐ C. accepted the newly appointed governor.
- ☐ D. gave up the money earned on the war.

12. After the Civil War, the Texas legislature refused to ratify two amendments to the United States Constitution. It refused to ratify the Thirteenth Amendment, which abolished slavery, and the Fourteenth Amendment, which

- ☐ A. gave more power to the federal government.
- ☐ B. gave all women the right to vote.
- ☐ C. granted citizenship to former slaves.
- ☐ D. gave all freed slaves land to farm.

(Quiz questions adapted from Study Island)

Civil War Quiz

Directions: Fill in the blanks with the appropriate word or phrase that completes the sentence. Some words may not be used.

WORDBOX:

Jefferson Davis
Ordinance
Robert E. Lee
Abraham Lincoln

Sam Houston
Industrial
Draft
Tariff

Agriculture
Vigilante
Blockade
Fort Sumter

1. The governor of Texas, _____, worked to prevent Texas from joining the Confederacy but failed.
2. _____ surrendered to General Grant at Appomattox Courthouse.
3. A tax placed on imported or exported goods is called a _____.
4. _____ was the site of the first battle of the Civil War.
5. The Union president during the Civil War was _____.
6. An official order is called an _____.
7. A _____ is the enlisting of people for required military service.
8. A _____ is person who takes control without authority to do so.
9. Before the Civil War, Texas and other southern states had _____ economies. Unlike the _____ economies of the North.
10. During the Civil War _____ was elected as the president of the Confederacy.

11-12. List and explain the two main causes behind the start of the Civil War

- _____
- _____

Grading Rubric for Presentation

NAMES OF GROUP MEMBERS: _____

	0 (not present at all)	1 (little present)	2 (some present)	3 (adequate)	4 (good)	5 (excellent)
Eye Contact						
Overall Presence						
Historically Reasonable Information						
Clear Speech and Pronunciation						
Preparation and Sharing						

“Why the Civil War Still Isn’t History”

Commemorating the bloodiest episode in American history--a war that killed 620,000 people and left many issues unresolved--is bound to be tricky.

But as the country marks the 150th anniversary of the Civil War over the next four years, there will be commemorations of everything from the Battle of Antietam to Lincoln's assassination--and you can expect controversy with each event.

The hoopla began last December with a ball in Charleston to mark the anniversary of South Carolina's secession. (South Carolina was the first of 11 Southern states to leave the Union in 1860 and 1861.) About 100 people--some of them prominent local politicians and many dressed in elaborate period costumes--attended. The Charleston "secession ball" prompted outrage among civil rights groups. Lonnie Randolph, president of the South Carolina N.A.A.C.P., says he's dumbfounded by "all of this glamorization and sanitization of what really happened."

Similar reactions followed the February reenactment in Montgomery, Alabama, of Jefferson Davis's inauguration as president of the Confederacy. Jeff Antley, a member of several Confederate heritage groups, was involved in organizing the Charleston secession ball and a 10-day re-enactment of the Confederate encampment at Fort Sumter, where the first shots of the war were fired on April 12, 1861. He said these events were not about today's politics but were meant to honor those South Carolinians who signed the state's ordinance of secession.

"We're celebrating that those 170 people risked their lives and fortunes to stand for what they believed in, which is self-government," Antley says, adding that he is not defending slavery. "Many people in the South still believe [states' rights] is a just and honorable cause. Do I believe they were right in what they did? Absolutely."

Stars and Bars

It doesn't take an anniversary for Civil War issues to make headlines. Take the Confederate flag. Mississippi is the only state whose state flag currently incorporates the "stars and bars." But many Southern states continue to fly the Confederate banner, particularly at Civil War memorials, and it's available on specialty license plates in nine Southern states. For some Southerners, the flag honors their regional heritage. But for others, it's a symbol of racism.

Even something as seemingly innocuous as a college mascot can cause controversy. Until he was ousted last year, Colonel Reb, a caricature of an antebellum Southern plantation owner, was the longtime mascot of the University of Mississippi. While some people--particularly black students--found Colonel Reb offensive, many students and alumni adored him and are fighting to have him reinstated.

"We don't know what to commemorate, because we've never faced up to the implications of what [the Civil War] was really about," says Andrew Young, a veteran of the civil rights movement and a former mayor of Atlanta.

"The easy answer for black folk is that it set us free, but it really didn't. We had another 100 years of segregation. We've never had our complete reconciliation of the forces that divide us."

Fifty years ago, the centennial of the Civil War, from 1961 to 1965, coincided with the civil rights movement, which was dealing directly with the unresolved legacy of the conflict. Most of the South was segregated by Jim Crow laws that denied blacks equal access to facilities, services, and even voting. The civil rights movement put an end to Jim Crow laws, but it didn't end racism, so these issues continue to strike a chord.

"These battles of memory are not only academic," says Mark Potok of the Southern Poverty Law Center. "They are really about present-day attitudes."

BY KATHARINE Q. SEELYE IN ATLANTA

“Why the Civil War Still Isn’t History”
by Katharine Q. Seelye
The New York Times UpFront Magazine 9/5/11

Name: _____

Directions:

Read the attached article carefully and make notes in the margins as you read. Show evidence of close reading. As you read, underline and make notes and codes in the margins as follows:

+	For ideas/claims with which you agree
-	For ideas/claims with which you disagree
!	For ideas/claims that surprise, anger, or otherwise cause a strong reaction for you
?	For ideas/claims you doubt or find confusing
*	For important passages, quotes, or facts that you want to remember

Beside the coding symbols above, please include brief notes in the margins that demonstrate your thoughts, reactions, comments, and connections to the information that you coded.

After reading the entire article closely, please answer the questions that follow. Use complete sentences.

1. Why might each of the events/symbols below be considered “controversial”? Please explain using as many details from the article as possible.

“Controversial” Event/Symbol	Explanation of why it could be considered controversial
“Secession Ball” in Charleston, South Carolina	
Alabama reenactment of Jefferson Davis’ inauguration as President of the Confederacy	
Reenactment of the Confederate encampment at Fort Sumter	
Use of the Confederate flag or banner	
University of Mississippi mascot Colonel Reb	

2. What are at least 3 factors that led to the Civil War? Use the knowledge you have gained from our in-class study to complete this table. Please explain how each factor led to the Civil War in detail on the table below.

Factor #1:	Factor #2:	Factor #3:
Explanation:	Explanation:	Explanation:

3. Of the factors you listed above that led to the Civil War, which do you think is the main cause and why do you think that is so. Please explain this in a well-written paragraph with details to support your opinion from our Civil War study in-class and any previous background knowledge you might have. Please type up this paragraph on a separate sheet of paper, double spaced.

4. What does it mean to “commemorate” something? What does “reconciliation” mean?

Commemorate =

Reconciliation =

5. Andrew Young, a veteran of the civil rights movement and former mayor of Atlanta said,

“We don’t know what to commemorate, because we’ve never faced up to the implications of what (the Civil War) was about. The easy answer for black folks is that it set us free, but it really didn’t. We had another 100 years of segregation. We’ve never had our complete reconciliation of the forces that divide us.”

What does the word “segregation” mean? What does the word “implication” mean? What do you think Mr. Young means by this statement? Do you agree or disagree with him? Please explain why or why not?

6. *“These battles of memory are not only academic. They are really about present-day attitudes.”* This quote was said by Mark Potok of the Southern Poverty Law Center. What might the events and symbols you analyzed in #1 above reveal about some present-day attitudes of the Civil War? Please support your thoughts with details from the article.

Video Guide

NAME: _____

DATE: _____ PERIOD: _____

The American Civil War: The Causes of War

1. The Southern states felt the U.S. tariff on European products was unfair to them because it mostly benefited Northern manufacturers.

- ☐ A) true
- ☐ B) false

2. What was the point of the Three-Fifths Compromise?

- ☐ A) Three-fifths of the American states must remain free states.
- ☐ B) In population counts, each slave counted as three-fifths of a person.
- ☐ C) Three-fifths of a state's voters have to approve a state's slavery ban.
- ☐ D) Three out of every five new states or territories can be slave states.

3. Which of the following best describes the Southern economy of the early 1800s?

- ☐ A) agriculture-based with few cities and factories
- ☐ B) depended on cheap European immigrant labor
- ☐ C) more people and railroad lines than in the North
- ☐ D) many large cities with numerous factories and banks

4. The Missouri Compromise declared that what state would enter the United States as a free state?

- ☐ A) Maine
- ☐ B) Kansas
- ☐ C) Missouri
- ☐ D) California

5. What benefit did the Compromise of 1850 give to the Southern states?

- ☐ A) Popular Sovereignty
 - ☐ B) the Fugitive Slave Law
 - ☐ C) the Underground Railroad
 - ☐ D) the Emancipation Proclamation
-

6. What purpose did the Underground Railroad serve?

- ☐ A) It helped escaped slaves make their way north.
- ☐ B) It connected Northern states to the Western territories.
- ☐ C) It carried cotton and tobacco from the South to the North.
- ☐ D) It was the sea route for trade between the United States and Europe.

7. What was the outcome of the Supreme Court's Dred Scott ruling?

- ☐ A) Any slave who enters a free state would become free.
- ☐ B) New slaves would not be purchased in the United States.
- ☐ C) Wherever a slave goes, he or she would remain enslaved.
- ☐ D) All slaves in all states would become free persons within 10 years.

8. What abolitionist tried to lead a slave revolt in Harper's Ferry?

- ☐ A) Dred Scott
- ☐ B) John Brown
- ☐ C) Robert E. Lee
- ☐ D) Jefferson Davis

9. Where was the first armed conflict of the Civil War?

- ☐ A) Richmond, Virginia
- ☐ B) Harper's Ferry, Virginia
- ☐ C) Boston, Massachusetts
- ☐ D) Fort Sumter, South Carolina

10. Virginia seceded from the Union soon after what event?

- ☐ A) the violence in Bleeding Kansas
- ☐ B) Lincoln is elected to the presidency
- ☐ C) the first armed conflict between the North and South
- ☐ D) the official creation of the Confederate States of America

Part 1: Definitions: Vocabulary for Chapters 14-15: write the definitions for the following vocabulary words using the glossary of your Texas History book.

- **Tariff:**

- **Ordinance:**

- **Draft:**

- **Blockade:**

- **Vigilantes:**

- **Freedman:**

- **Civil Rights:**

- **Amendment:**

- **Veto:**

- **District:**

- **Martial Law:**

Part 2: Illustrations: Vocabulary for Chapters 14-15: write one of your new vocab words in each box and provide a *colorful* illustration that explains the meaning of each word

Visual Timeline of Civil War Events

Directions: Review the timeline below. Pick 7 of the events and provide illustrations for each in the box beside the event

<p><i>Election of 1860</i> Abraham Lincoln wins the presidential election, and the South fears that the Republican president is a threat to the Southern way of life. Lincoln defeated Southern Democrat Breckinridge and Northern Democrat Douglas.</p>	
<p><i>Texas secedes, January 1861</i> Convention delegates vote 166 to 8 to secede, and Texas joins the Confederate States of America. Governor Sam Houston resigned after Texas seceded because he refused to take an oath of allegiance to the Confederacy.</p>	
<p><i>Battle of Fort Sumter, April 1861</i> Confederate soldiers fire on Fort Sumter in South Carolina, which is occupied by Union soldiers. This battle, on April 12, marks the beginning of the Civil War.</p>	
<p><i>First Battle of Galveston, October 1862</i> Union troops begin blockading Galveston Harbor in July 1861. Fourteen months later, the First Battle of Galveston takes place, and the Confederate forces abandon the city.</p>	
<p><i>Emancipation Proclamation, January 1863</i> Lincoln declares all slaves in Confederate states are now free. Slaves in the Union states of Missouri, Kentucky, Maryland, and Delaware are not free. This proclamation changes the goal of the war to ending slavery instead of just preserving the Union.</p>	

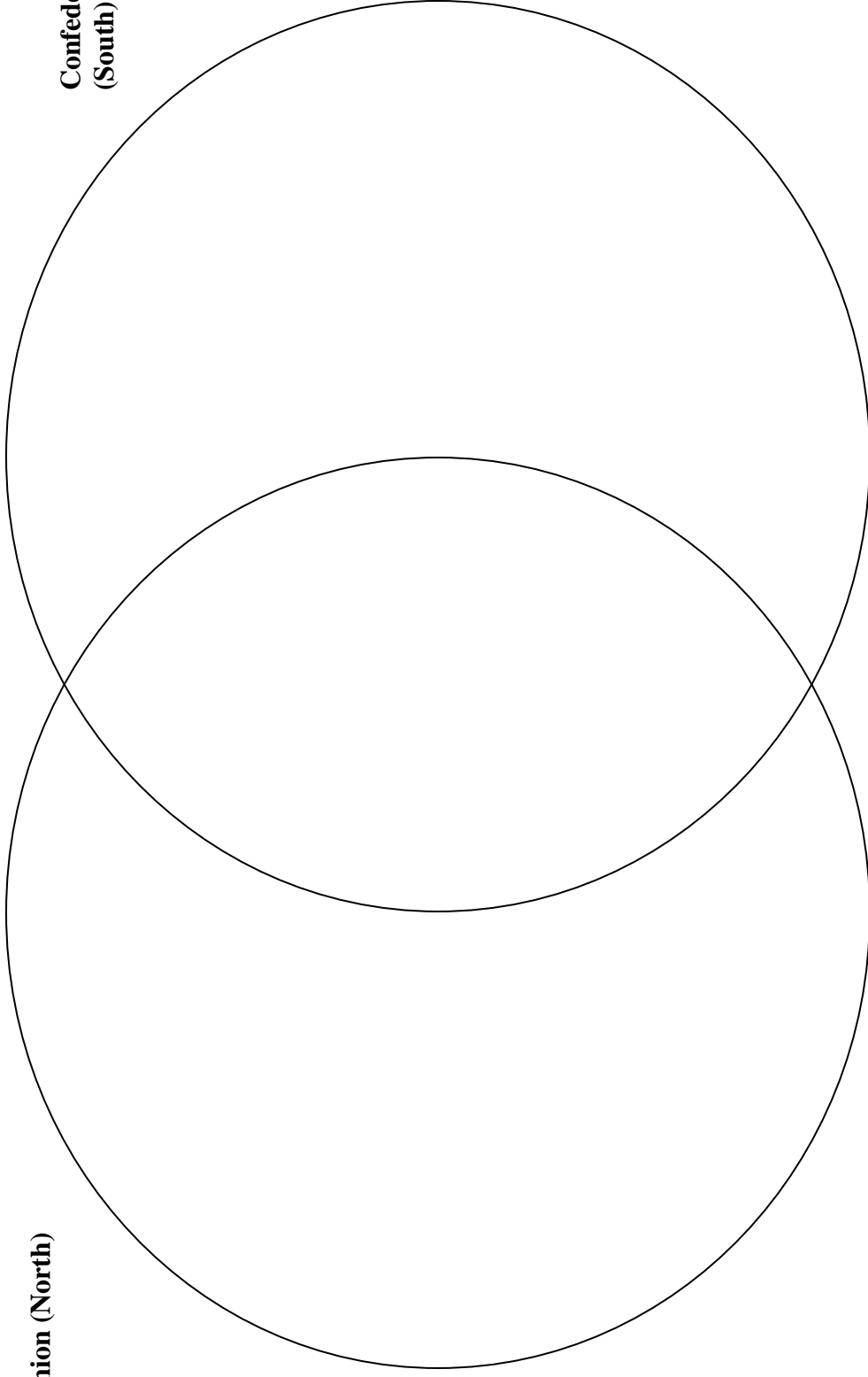
<p><i>Battle of Gettysburg, July 1863</i> Union leader Meade stops the Confederate invasion of Pennsylvania at Gettysburg. This battle is one of the bloodiest battles in the Civil War, with both the North and South losing thousands of soldiers. Along with Vicksburg, this Union win becomes a turning point in the war.</p>	
<p><i>Battle of Vicksburg, July 1863</i> General Grant defeats the Confederate Army at Vicksburg, Mississippi on July 4. The Union now controls all of the Mississippi River, and the Confederate states Texas, Louisiana, and Arkansas are cut off from the rest of the Confederacy. This battle, along with Gettysburg, becomes a turning point in the war.</p>	
<p><i>Battle of Sabine Pass, September 1863</i> The Confederates sink two Union ships at Sabine Pass on the Texas-Louisiana border, preventing an invasion of Texas by Union troops.</p>	
<p><i>Lincoln delivers Gettysburg Address, November 1863</i> Lincoln speaks at Gettysburg at a ceremony dedicating the battlefield as a cemetery for those who died in that battle. The speech becomes one of the most famous speeches in U.S. history.</p>	
<p><i>Lee surrenders at Appomattox Courthouse, April 1865</i> Lee surrenders to Grant on April 9 after his troops become surrounded by Union troops while retreating from Richmond. Lee surrenders without permission from Confederate President Davis, and the Civil War comes to an end.</p>	

<p><i>John Wilkes Booth assassinates Lincoln, April 1865</i></p> <p>While at the theater, an actor named John Wilkes Booth assassinates Lincoln on April 14, just 6 days after Lee had surrendered to Grant and ended the Civil War.</p>	
<p><i>Battle of Palmito Ranch, May 1865</i></p> <p>Although General Robert E. Lee had surrendered in April, word had not reached Texas that the war was over. The last battle of the Civil War is fought at Palmito Ranch near Brownsville, Texas on May 13, 1865.</p>	
<p><i>Juneteenth, June 1865</i></p> <p>On June 19th, slaves in Texas are officially granted their freedom when Union General Gordon Granger reads the Emancipation Proclamation in Galveston.</p>	

(Adapted from Study Island lesson on the Civil War)

Union (North)

**Confederacy
(South)**



List the effects/CHANGES that came about after the Civil War (see notes for help):

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